

Forming A Culture of Environmental Safety in Primary School Students

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Annotation: The article describes the formation of a culture of environmental safety in primary school students, a creative approach to environmental culture, its content, form and methods, theoretical, practical and educational problems of environmental safety, environmental destruction or environmental situation, as well as its teaching infrastructure.

Keywords: environmental security, creative approach, environmental destruction, environmental culture, education, form, method, innovation

Today, in order to provide environmental and legal education to young people in our country, in cooperation with the Ministry of Higher and Secondary Special Education, the Ministry of Public Education and the State Committee for Nature Protection, "Development of environmental education and retraining of environmental personnel and Prospects for further improvement of the system of professional development" Program and Concept[1].

On the basis of the United Nations Economic Commission for Europe's "Strategy for Education for Sustainable Development" and the national program, the State Committee for Nature Protection of the Republic of Uzbekistan cooperates in the development of environmental education and culture of the general population. Provides methodological and financial assistance to other agencies and organizations on environmental education.

In the process of teaching in educational institutions, it is expedient to enrich the minds of students with knowledge that reveals the essence of current environmental problems and to strengthen this knowledge through their practical activities, social

work. To solve such a responsible task, we require future educators to have a high level of knowledge, pedagogical skills, high environmental awareness and culture in this field, as well as continuous research and study[9]. Therefore, it is expedient to organize the formation of a culture of environmental safety in primary school in the following areas:

1. Educate students in the spirit of love for the beauty of nature, aesthetic pleasure from them.
2. The laws of development of animate and inanimate nature, the complex relationship between nature and society, the formation of concepts about the consequences of human impact on nature.
3. Education of ecological culture in students.
4. Encouragement to love nature, to use it correctly and consciously.
5. To form in students the ability to feel and understand responsibility to nature.

One of the tools for the formation and development of environmental safety culture in primary school students is the environment in which they operate and live, which is one of the external factors influencing the interaction of the subjects of the process of formation and development of environmental culture in students. In such an educational environment, based on the dialogue of interacting participants and the self-development of the student, there are processes of development of thinking, which is influenced by the modern requirements of parents and society[2]. In the process of forming a culture of environmental safety in students, collaborative creative activity plays an important role in creating a favorable innovative environment. At the same time, it will be possible to develop and improve the process of interaction on the basis of joint search for answers to the questions

that arise. In our opinion, motivating students to be creative in the process of forming a culture of environmental safety serves to ensure their activity, in turn, creative activity is also one of the factors influencing the interaction. While acknowledging the importance of forming a culture of environmental safety among young people, it should be noted that such roundtables, discussions are broadcast on radio or television organized by universities and are widely discussed by students[3].

The lesson is an important tool in the formation of concepts of environmental safety in primary school students. This is because students form their own scientific worldview in the process of studying academic subjects[11]. The teacher achieves the level of effectiveness of the lesson through the combination of their thinking and activities. The teacher uses a variety of methods and techniques in the systematic presentation of the teaching material, taking into account the theoretical knowledge, practical skills and abilities of students.

Great attention has been paid to the ecological situation and ecological education in our country since independence. Until then, environmental problems in Uzbekistan have not been taken into account. Therefore, the environmental situation in our country poses a number of problems. In order to solve these problems, environmental education has become one of the main directions of the education system. Organize their independent professional activities in accordance with the laws of nature, take into account the near and long term consequences of human activities, rational and rational use of technical means, environmental policy, components of the natural world, natural and anthropogenic objects, natural complex, natural ecosystem, knowledge of production systems, hazardous production, various threats to environmental safety and their nature, methods and ways to prevent threats, identification and calculation of environmental damage to the environment and man, environmental audit, environmental insurance, environmental safety management, they are required to have skills, qualifications, morals and thinking. To do this, it is necessary to develop a perfect

system of environmental education and introduce it into the education system[4].

The study of nature from the point of view of ecological logic, that is, understanding, becomes the criterion that determines the content of the moral values of emotion, thinking. At the same time, the historical necessity of preventing the ecological crisis and destruction has raised these views to the level of theoretical consciousness. In particular, with the increasing anthropogenic and man-made impact on nature, the objective necessity of developing ecological culture has matured. The internal driving mechanism of the development of any historical period depended on the contradictions between nature and society[10]. The means of resolving these contradictions have found expression in the development of various forms of social consciousness, in particular, ecological culture. Today, great attention is paid to environmental education, environmental culture. It is in the primary grades that environmental education is provided on a regular basis during and after school hours. There are a number of topics in the textbooks for environmental education included, which will definitely increase the cognitive education of the students[5].

In particular, environmental education in primary school is carried out in class and out of class time. After school hours, students are taken on a trip to nature, nature museums, and in the process of conducting Saturdays, conversations, mornings, environmental education is formed[6]. The role of educational lessons in improving the creative activity in the formation of ecological concepts in primary school students is invaluable. With this in mind, environmental education topics are reflected, albeit partially, in educational textbooks[7].

It is worth noting that childhood is the first stressful stage of human life. Children have an emotional approach to understanding the environment and the events that take place in it. As a result, they gradually form a personal view, quality and independent attitude, which reflects the essence of the events, and are preserved in their psyche. Taking

into account the strong educational potential of nature, a trip to nature together with the family, in turn, helps children to develop observation, aesthetic enjoyment of the natural environment, a sense of empathy, rules and etiquette of behavior in nature, their healthy, spiritual and intellectual development[8].

Extracurricular activities are also important in the organization of creative activities in the formation of environmental concepts in primary school students, the main feature of which is to prepare students for social life. Today, much attention is paid to environmental education, environmental culture. the role of etiquette lessons in improving creative activity in the formation of concepts is invaluable. With this in mind, the topics of environmental education are reflected in the textbooks of etiquette, at least in part [8-11]. It should be noted that childhood is the first stressful stage of human life. Children have an emotional approach to understanding the environment and the events that take place in it.

In primary education, young people not only have a basic knowledge of animate and inanimate nature, but also to educate them in the spirit of love for the motherland, the independent value of the individual and nature, the importance and place of man in nature, clean water, soil and air, the beauty of the environment. the initial qualities of comprehension are formed. Primary school students are constantly taught ecological concepts in science, reading, etiquette lessons, and children are taught about the environment, plants, animals, and the importance of keeping clean and tidy in nature. In these lessons, teachers widely use the methods of oral demonstration, inquisitiveness, conversation in environmental education.

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